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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: (1) reading achievement as a function of home media environment and orientations toward learning; (2) reading ability and offense categories of delinquents; (3) the effects of a school breakfast program on reading, attitude, and attendance of elementary school students; (4) effects of parent involvement using written school-parent communications on reading achievement and reading attitude; (5) middle school students' satisfaction with their teachers as related to student achievement in reading; (6) the effect of state department of education consultant assistance on reading competency in selected school systems in Alabama; (7) pictures, imagery, and presentation form in intermediate grade prose learning; (8) the relationship of student self-concept to achievement in reading and mathematics and time off-task; (9) a computer based support system for parents to use in reinforcing reading skills in grades one through six; and (10) lateral preference and its relation to reading achievement in selected reader types. (FL)

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ORIENTATIONS TOWARD LEARNING

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READING ACHIEVEMENT AS A FUNCTION OF HOME MEDIA ENVIRONMENT AND ORIENTATIONS TOWARD LEARNING

Order No. DA8301192

BACHEN, CHRISTINE MARIE, Ph.D. *Stanford University*, 1982. 171pp.

This study looks at the relationship between the print and television environments in the home, children's orientations toward using print or TV to learn, and reading achievement. Relying on literature from education and communication on reading achievement, reading skills development, and television viewing and reading, hypotheses are presented for three different age groups. Unlike many studies on television and reading achievement which define the key television variable as the number of hours viewed, this study explores the media environment of the home and children's orientations toward media use and their effect on achievement.

Survey data were collected from approximately 600 children in Northern California in the Spring of 1981. Second, third, and sixth graders were interviewed about their media habits, type of media environment supported in their homes, attitudes about media and school, and their involvement in a variety of extra-curricular activities.

Hypotheses were formulated predicting differential effects of the TV and print home environment for second, third, and sixth graders' achievement levels. Further hypotheses dealt with the orientations toward using print or TV for learning, again, making different developmentally-grounded predictions.

Results indicated that the print environment of the home is indeed a powerful influence on reading achievement for the third and sixth graders. Additionally, the TV environment is significantly related to third grade reading achievement. Neither environment related significantly to second graders' reading achievement test scores. While the orientation to use books to learn was significantly associated with achievement for sixth graders, no effect was observed for the third graders. For third and sixth graders, the orientation toward using TV to learn was negatively associated with reading achievement.

The findings demonstrate the value of including environmental variables and children's orientations toward the media as predictors of reading achievement. Support is also found for studying the relationship between television behaviors and reading achievement within different age groups.

READING ABILITY AND OFFENSE CATEGORIES OF DELINQUENTS

Order No. DA8308665

BARCO, WILLIAM ELVERT, Ph.D. *The Florida State University*, 1982. 112pp. Major Professor: Vernon Fox

The purpose of this study was to determine whether delinquent reading underachievers differ from delinquent reading achievers relative to the types of offenses committed. More specifically the study sought answers to the following research questions: (RQ₁) Do delinquents who are reading underachievers differ from other delinquents who are reading achievers with respect to the types of offenses committed? (RQ₂) Are delinquent reading underachievers more prone to commit the following offenses than delinquent reading achievers?: (1) status offenses; (2) person offenses; (3) property offenses; (4) drug offenses; (5) alcohol offenses; (6) sex offenses; and (7) other offenses.

A random sample of 300 Virginia training school delinquents was chosen from a population of 1,116 using a table of random numbers. Thirty-eight of the sample were discarded because of mental handicaps (IQs below 90 based on the Kuhlmann-Anderson Intelligence Test). Thus, 262 delinquents were actually involved in the study.

The first step in the treatment of data was to classify each delinquent as a reading achiever or underachiever. Reading underachievers were defined as students who are reading two or more years below their expected potential as measured by the Wide Range Achievement Test (Reading). Forty-one of the 262 delinquents were females. Twenty-eight were classified as reading achievers. The remaining 221 delinquents were males. Of this number, 181 were classified as reading underachievers and 40 were classified as reading achievers.

The second step in the treatment of data retrieved from a central file was the tabulation of offenses committed by both reading achievers and underachievers for each category.

A chi-square test and a test of proportion were used to test the hypotheses generated for this study using a 5 percent significance level.

Results indicated that delinquent reading underachievers differed from delinquent reading achievers relative to property offenses.

The researcher recommends that: (1) Instructors emphasize the relevancy of their subject matter to life situations. (2) Reading failures be given maximum opportunities to succeed through early diagnosis and effective remedial programs. (3) Correctional authorities review current practices to effectuate correctional reform for failures in general and reading failures in particular.

THE EFFECTS OF A SCHOOL BREAKFAST PROGRAM ON READING, ATTITUDE, AND ATTENDANCE

Order No. DA8229259

DUNCAN, ANNA LOU, Ph.D. *Southern Illinois University at Carbondale*, 1982. 126pp.

The problem of this research was to determine if a school breakfast program has any measurably significant effect on reading, social attitudes, and attendance of elementary students who have been full time participants in the program versus a matched control group not in the program.

Pre and post-test scores were obtained for each student in each area. Eighty students were identified as full time participants in the breakfast program and an equal number of students matched by sex, grade and reading pretest scores were identified who did not participate in the program. Analysis of covariance was used to analyze the data.

The results did not confirm benefits of a school breakfast program. There were no significant differences between the two groups in reading or attendance. The differences found in the attitude areas revealed more negative attitudes in the breakfast group than in the control group. Boys revealed more negative attitudes than girls, although girls' attitudes became more negative as they grew older. Finally, socio-economic status was found not to be a factor.

EXPERIMENTAL EFFECTS OF PARENT INVOLVEMENT USING WRITTEN SCHOOL-PARENT COMMUNICATIONS ON READING ACHIEVEMENT AND READING ATTITUDE

Order No. DA8301147

FOX, NANCY VIRGINIA, Ed.D. *University of Northern Colorado*, 1982. 173pp.

This experimental study investigated the effects of written materials sent home weekly for use by parents in tutoring, on the reading achievement and reading attitude of their second grade children. The treatment was also investigated when controlling by sex and reading level of child.

The sample (n = 137) consisted of all second grade students in two elementary schools in Weld County School District Six, Greeley, Colorado. Six intact classrooms participated with one-half the students in each classroom being randomly assigned to the experimental group and the other half to the control group, thereby controlling for teacher differences.

The parents of the treatment group (n = 67) received ten weekly school-parent communications for use in tutoring their children. These communications consisted of written ideas for games, activities, and suggestions for parents to use in reinforcing reading skills previously taught in school. The study was kept as practical, simple, and replicable as possible, requiring no additional meeting times for teachers and parents.

The sample was pretested and posttested on the *Gates-MacGinitie Reading Test* and the *Heathington Primary Attitude Scale*. The experimental design was treatment group-control group; pretest-posttest, using change scores as criteria. Hypotheses were tested and no statistically significant results were found for the mean change scores using t tests. Therefore, it was concluded that the use of home learning activities by parents in tutoring their children made no significant differences in reading achievement and reading attitude for second grade pupils, either boys or girls.

There were significant relationships found for pupils in the experimental group between reading achievement including vocabulary, comprehension, and total reading, when controlling for reading level using Pearson's product moment correlation. Second grade experimental pupils ranked in the lower half showed more gain as a result of the treatment than those ranked in the upper half.

Interest, enthusiasm, and positive attitudes generated with the parents, students, and school were significant results of the study. Questionnaires indicated that parents enjoyed tutoring their children at home when the school provided guidance, and were strongly supportive of continuing the program for another year.

A THEORY AND AN EMPIRICAL ANALYSIS OF MIDDLE SCHOOL STUDENTS' SATISFACTION WITH THEIR TEACHERS AS RELATED TO STUDENT ACHIEVEMENT IN READING

Order No. DA8228704

KILMAN, GRADY WILLIAM, Ed.D. *University of Georgia*, 1982. 554pp. Director: David J. Mullen

The study's purposes were threefold: (1) to develop a theoretical rationale for the relationship between students' satisfaction with their teacher's effectiveness in interpersonal problem solving processes and students' reading achievement; (2) to test for this relationship among a sample of middle school students; and (3) to validate the *Leadership Program Interaction Survey* for use with middle school students.

Data for phase one, concerning the validity of the LPIS, were obtained from a sample of 274 students in 12 classes. Half of the students in each class responded to the LPIS and the other half responded to the *Diagnostic Survey for Leadership Improvement*. Pearson *r*'s were computed between the intensity scores for the two instruments and an estimate of the LPIS' reliability was computed by the split-half procedure. It was concluded that the *Leadership Problem Interaction Survey* is a valid and reliable instrument when used with middle school students.

Phase two of the study tested for the relationship between students' satisfaction with their teachers' interpersonal problem solving processes and students' reading achievement. Students' satisfaction was measured by LPIS intensity scores, while reading achievement was determined by students' scores on the Gates-MacGinitie Reading Tests, Survey D which was administered on a pretest-posttest basis. Data were obtained from 701 students in 35 classes randomly selected from middle schools in Gwinnett County, Georgia. Partial and multiple correlation coefficients were computed to test the hypotheses. It was concluded that there were no significant relationships between students' responses on the LPIS and students' reading achievement. However, 33 of 40 correlations computed were in a negative direction, the direction predicted from the theoretical rationale. Therefore, additional study of this relationship is warranted. Several recommendations were offered for further research.

THE EFFECT OF STATE DEPARTMENT OF EDUCATION CONSULTANT ASSISTANCE ON READING COMPETENCY IN SELECTED SCHOOL SYSTEMS IN ALABAMA

Order No. DA8303345

McMILLIN, BARBARA LESCH, Ed.D. *The University of Alabama*, 1982. 104pp.

The purpose of this study was to determine whether or not assistance provided by Alabama State Department of Education Basic Skills reading consultants had a significant effect on reading scores of students in grades three, six, and nine in selected public school systems in Alabama.

The study used a pilot group of school systems located throughout the state as the experimental group and a similar group of seven systems as the control group. Systems were matched on the basis of geographic location within the state, demographic data, previous test scores, and expectancy tables. Final approval of the matches was given by a statistician and an education specialist, both employed by the State Department of Education. The school systems which comprised the experimental group received 217 days of consultant assistance in teaching the reading skills included on the Alabama Basic Competency Skills List while the control group of school systems received only 12 days of consultant assistance in teaching the same skills.

Raw data for the study were assembled from 15,528 student scores on the Alabama Basic Competency Test in Reading as administered in the selected school systems in May 1980. Scores were converted into percentages of mastery of each of the 64 competency skills tested. Using the chi-square technique, percentages of the experimental group were compared with those of the control group to see whether differences that existed were

significant (.001 level). Significance levels ranged from .1388 to .7667; therefore, no significant differences between the two groups were found. No further analyses of variances were attempted.

PICTURES, IMAGERY, AND PRESENTATION FORM IN INTERMEDIATE GRADE PROSE LEARNING

Order No. DA8303507

MAHER, JOHN HUGHES, JR., Ph.D. *Arizona State University*, 1982. 65pp.

Researcher: investigating the effects of imagery in children's prose learning have obtained differential effects related to age, type of imagery employed, and the way in which prose is presented. The purpose of this study was to compare the effects of pictures and self-generated imagery on the learning of fourth and sixth graders from prose presented in either oral or written form.

The 313 subjects--168 fourth graders and 145 sixth graders--were classified as high or low readers using standardized reading scores. Subjects then were randomly assigned within grade and reading level to one of six treatments resulting from crossing three imagery conditions (pictures, self-generated imagery, no imagery) with two presentation forms (oral, written).

A 29-item constructed response measure was administered following the presentation and again 10 days later. Data were analyzed using 3 (imagery) x 2 (presentation form) x 2 (reading level) x 2 (grade) univariate analyses of variance with the immediate and delayed test scores as dependent variables.

Significant differences were obtained on both immediate and delayed tests for imagery (pictures over no imagery for the immediate test and both pictures and self-generated imagery over no imagery for the delayed test), presentation form (oral over written), reading level (high over low), and grade (sixth over fourth). A significant interaction indicated that self-generated imagery was effective with sixth graders, particularly under oral presentation, but not with fourth graders.

The results have at least two important implications for classroom instruction. The marked superiority of the oral form suggests the desirability of orally summarizing prose material that students are expected to read and remember. The effectiveness of self-generated imagery with sixth graders suggests that having older students imagine the prose material they read or hear may facilitate their retention of the content.

THE RELATIONSHIP OF STUDENT SELF-CONCEPT TO ACHIEVEMENT IN READING AND MATHEMATICS AND TIME OFF-TASK

Order No. DA8216254

MARTIN, MICHAEL KEMP, Ph.D. *The University of Wisconsin - Madison*, 1982. 153pp. Supervisor: Professor Richard A. Rossmiller

The purpose of this study was to examine the relationship of student self-concept to student use of time and academic achievement in reading and mathematics over a two-year period. The theoretical framework for the study was based on the results of previous research involving (1) theories of self-concept, (2) academic achievement, (3) teacher-pupil interaction, and (4) individualized instruction.

Data were collected on 204 students in four Wisconsin elementary schools. Students were observed during their third- and fourth-grade years by a research team. Each school was visited three times during each of the two years. Four sets of data were collected: student self-concept scores, reading and mathematics achievement scores, and classroom observations of student time spent off-task.

The research question was stated in the form of three hypotheses. Each hypothesis was analyzed statistically using a stepwise multiple regression technique. Pearson product-moment correlations were also calculated for each hypothesis. The probability level for all tests of statistical significance was set at .05.

Findings and conclusions derived from the analysis of the data included: (1) The regression of students' change in self-concept scores against change in their reading achievement scores revealed a

statistically significant relationship. Two independent variables--teacher affiliation and social maturity--demonstrated a statistically significant relationship with change in reading achievement in the final equation. (2) A statistically significant relationship was established between change in student self-concept and change in student mathematics achievement scores. Teacher affiliation and social maturity emerged as statistically significant independent variables in the final regression equation. (3) No significant relationship was established between change in student self-concept and change in student off-task time. (4) The self-concept variable social confidence was a useful predictor of student's achievement in reading and mathematics and their off-task time.

Based on these conclusions, implications for future research and practice were suggested.

ASSESSMENT OF THE EFFECTIVENESS OF MODELING INSTRUCTIONAL TECHNIQUES DURING HOME VISITATIONS TO ACHIEVE PARENTS' PARTICIPATION IN IMPROVING CHILDREN'S READING SKILLS Order No. DA8303826

MERKLEY, DONNA JEAN, Ph.D. *Michigan State University*, 1982. 117pp.

This study attempted to determine how effectively parents could serve as teachers of their own children. The study compared reading achievement of children who received help from a tutor outside of school hours to children who received help from their parents for each of whom appropriate techniques and use of materials had been demonstrated through modeling. A second area of investigation was what changes would occur in parents' perception of their own ability to help their child in reading.

The subjects were 23 second and third graders from a mid-western, upper-middle socio-economic level, university community. The children came from eight classrooms located in four elementary schools. The children were from among those recommended by teachers as children who: (1) experienced reading difficulty and were able to benefit from additional help, (2) did not qualify for special-help programs available, (3) were mentally within a normal-bright range. The measuring instruments used included the *Slossen Intelligence Test*, the "Reading Subtest" of the *Metropolitan Achievement Test*, the "Recognizing and Blending Common Word Parts" subtest of the *Gates-McKillop Reading Diagnostic Tests*, and the *Gilmore Oral Reading Test*. Parents' responses to items on a researcher-designed questionnaire provided data on parents' perception of their ability to help children in reading tasks. The analysis consisted of computing analysis of covariance and t-tests.

The major findings were that although both groups showed significant improvement, at the end of the treatment, there was no significant difference between children in the parent-group and children in the tutor-group on the measure of comprehension while reading silently or on the measure of comprehension while reading orally. There was no significant difference between the scores of children in the parent-group and those in the tutor-group on a measure of reading comprehension administered six months after the end of the treatment. The gains for children who participated in the parent-group were significantly higher on the measure of work analysis and on the measure of oral reading accuracy than the gains of children in the tutor-group. Parents who participated showed increased confidence in their ability to help their children.

READING ACHIEVEMENT, ATTITUDE TOWARD SCHOOL, SELF-ESTEEM, PERCEPTION OF TEACHERS' PUPIL CONTROL BEHAVIOR, AND SCHOOL ATTENDANCE OF SEVENTH AND EIGHTH GRADE STUDENTS IN K-8 AND JUNIOR HIGH SCHOOLS Order No. DA8305931

MOORE, DENIS WILLIAM, Ed.D. *St. John's University*, 1983. 122pp.

There is little research in the literature which examines the impact of school grade-organization on students in K-8 and Junior High Schools. The purpose of this study is to compare the reading achievement, attitude toward school, self-esteem, pupils' perceptions of teachers' pupil control behavior, and school attendance of seventh and eighth grade students in K-8 and Junior High Schools.

Data on 1,409 students in the seventh and eighth grades of nine K-8 and nine Junior High Schools in New York City were gathered and analyzed, using the Analysis of Covariance procedure. Students' sixth grade reading scores, sixth grade attendance data, and Fall pretest scores on instruments measuring attitude toward school, self-esteem, and perceptions of pupil control behavior served as the covariates in the separate analysis of each dependent variable.

A significant difference, at the .01 level, was found between the mean scores of K-8 and Junior High School students for each of the five dependent variables, with the difference favorable to the K-8

School on all variables. K-8 students scored significantly higher in reading, indicated a more positive attitude toward school, and reflected a stronger self-esteem than their peers in Junior High Schools. K-8 students perceived their teachers' pupil control behavior to be more humanistic while Junior High School students' perceptions of their teachers' pupil control behavior was more custodial. K-8 students were absent significantly fewer days than were Junior High School students.

The school grade-organization pattern of K-8 and Junior High Schools has a differential effect on the socialization of seventh and eighth grade students with respect to each of the five dependent variables, with the differential effect being more desirable to the K-8 School. The K-8 School ought to be considered when decisions are made about the best school setting for early adolescents.

A DESCRIPTIVE STUDY OF A COMPUTER BASED SUPPORT SYSTEM FOR PARENTS TO USE IN REINFORCING READING SKILLS IN GRADES 1-6 Order No. DA8306524

REAGAN, BILLY REECE, Ed.D. *The University of Nebraska - Lincoln*, 1982. 124pp. Adviser: O. W. Kopp

The Houston Independent School District developed and implemented a district-wide parent involvement program called "Operation Fail-Safe." Although the effort concentrated on basic skills improvement, the major emphasis was on supplementary reading instruction in grades 1-6. The computer was used as a communication and management tool in conveying information to parents about their child's achievement test scores, skill needs and reading interests. As a result of this program, which involved parent conferencing, home tutoring and competency testing, student achievement increased significantly at every grade level. Parent participation, as measured by attendance at school meetings, increased 32%. Most importantly, parent attitudes towards education improved as a result of the new communication channels that were established.

The computer technology employed in the Fail-Safe program conserved teacher time and improved learner productivity by increasing time on task. The program addressed the need to: (1) supplement the developmental reading program through home tutoring; (2) minimize the teacher's paperwork burden; (3) use technology to improve productivity and contain costs; (4) ensure a long range commitment to the reading improvement effort through shared accountability; and (5) focus energies on the elementary level where the potential for academic intervention is greater.

LATERAL PREFERENCE AND ITS RELATION TO READING ACHIEVEMENT IN SELECTED READER TYPES

Order No. DA8301886

ROTHLISBERG, BARBARA ANN, Ph.D. *The University of Wisconsin - Madison*, 1982. 113pp. Supervisor: Assistant Professor Maribeth Gettinger

The purpose of this study was to determine if readers, differing in achievement level, also differed in their external lateral preference for unimanual activities. A self-report measure of lateral preference, The Dean Lateral Preference Schedule (DLPS), was given to 579 children in grades 4 through 6. Based on children's standardized achievement test scores in vocabulary and comprehension, five reader-type groups were formed, matched on age and sex ($n = 26$; $N = 130$). Group one had low achievement scores in both vocabulary and comprehension; group two exhibited average achievement in both areas; and, group three had high scores in both. The other two groups displayed a discrepancy between vocabulary and comprehension scores (i.e., lower vocabulary/higher comprehension, or vice versa). Groups were compared on their self-reported lateral preference as measured by total DLPS scores and factor 2 scores (i.e., a subset of items purported to measure visually-guided activity). Results showed that the groups did not differ significantly in lateral preference. The total sample was also divided into lateral and bilateral groups (on the basis of total DLPS and factor 2 scores); the two groups were compared on reading achievement. Again, reading scores did not differ significantly with regard to laterality, however, females were significantly more bilateral than males. The study does not support the hypothesis that bilaterality in motor tasks is associated with reading achievement.

THE EFFECTS OF A HOME INTERVENTION READING PROGRAM ON THE KINDERGARTEN CHILD'S ORTHOGRAPHIC AWARENESS AND STORY SCHEMA

Order No. DA8306951

SKANDALARIS, PASQUALINA JOAN, Ph.D. *Wayne State University*, 1982. 377pp. Adviser: Leonard Kaplan

This study investigates the effects of a parent intervention program and how it affects the kindergarten child's orthographic awareness and story schema. Eighteen upper-middle class mothers participated in six school-based workshops. Parents were informed of the theory, materials and techniques relating to their role in reading to their children. The comparison group, selected through a pupil matching process, received no training. After the training, all mothers were interviewed on storybook reading events in the home before and after kindergarten entry. Pupils' orthographic awareness was measured with Clay's concepts about Print Test. Story schema was assessed by scoring 72 transcribed stories (obtained from storytelling with a workless picturebook and recall of a story) with (1) Wendelin's Story Content Scale (2) Story Grammar Checklist adapted from Stein and Glenn.

Four hypotheses were tested using Chi-square, Wilcoxon, Mann-Whitney U procedures. Hypothesis 1 tested the frequency and duration of parent-child reading sessions. Hypothesis 2 tested the

impact of increased home involvement on the child's knowledge of the conventions of print. Hypothesis 3 and 4 tested the effect of increased home reading on the child's concept of story. Of the four hypotheses only Hypothesis 1 was accepted.

Related data suggests the following: Storybook reading may be a female-dominated activity thereby removing positive male influence. Storybook reading decreases after school entry due to perception of the parent regarding the role of the home in the educational process. Mothers who are teachers may be just as limited as the rest of the population in determining effective readiness skills.

The pupils acquired print-related concepts in a less hierarchical sequence. This finding suggests a possible inaccuracy in the generally accepted body of knowledge in this area. The data on story schema supports the contention that young children can understand causal relationships providing the stimulus is well-constructed.

This research highlights the need for effective home-school communication. A firm commitment in money and effort is needed to achieve the right of all parents: the right to know how to help their child learn in the meaningful and comforting environment of the home.

A COMPARISON OF TWO CAUSAL MODELS IN ELEMENTARY SCHOOL READING

Order No. DA8307222

STAYROOK, NICHOLAS GEORGE, Ph.D. *Stanford University*, 1983. 128pp.

The purpose of this study is to compare two path analysis models in explaining reading achievement gains in third grade. Both models are based on large-scale process-product studies of teacher effectiveness. One model, that of Cooley and Lohnes, used data collected in the evaluation of project Follow Through. The other model, that of McDonald and Elias, used data collected in the Beginning Teacher Evaluation Study. To test whether these models were confirmed, a comparably sized data base was collected on all variables in each model. In addition to testing for confirmation of each model, the data were explored in a regression analysis in order to create an integrated model.

Variables in each model were measured according to operation definitions derived from reports on the two models and built into especially selected or developed tests. Students and teachers in 33 classes were observed for 16 days during an entire school year and administered questionnaires and tests in October and May in order to measure the components of each model.

The results of the path analyses conducted on the components of the models showed only marginal agreement between (a) the path coefficients derived from the previous research and (b) the path coefficients obtained from the newly collected data set. Less than a third of the path coefficients in either model agreed with the prior data.

Exploratory regression analyses were conducted to search for a model capable of better fitting the data. These exploratory analyses indicated that an integrated model--combining variables from both models--explained over 90% of the variance in achievement.

MATERNAL TEACHING STYLE AND HOME ENVIRONMENT AND THE READING ACHIEVEMENT OF KINDERGARTENERS

Order No. DA8301620

WONG, KATHERINE M., Ed.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 145pp. Chairperson: Maurie Hillson

A study of the effects of family influences on kindergarten children's reading achievement was conducted. The influences examined included mothers' teaching style, mothers' communication accuracy, educational home environment, as well as family status variables and the child's IQ. Family status variables included the following: SES, family size, ordinal position and sex of the child, one- and two-parent status, and mothers' educational level.

The subjects were 60 kindergarten children of either high or low reading achievement. The groups were compared on the basis of observing mother-child interaction sessions, questionnaires, and interviews.

Analysis of variance and *t* tests indicated that in some areas mothers of high reading achievers differed in their teaching styles from mothers of low reading achievers. The educational home environment of the two groups of children also differed. Communication accuracy was higher between mothers and children who were successful readers. These children also had a higher IQ. Family status variables had little impact on the child's reading achievement. The only status variable which was related to the child's reading achievement was whether one or two parents were in the home.

The results generally support the conclusion that the process variables studied (i.e., what the family does) are more strongly related to reading achievement than the status variables (i.e., what the family is).

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